



## Discovery School of Lancaster

302 W. Dunlap Street  
Lancaster, SC 29720

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	108 Students	
<b>Principal</b>	Thomas H. McDuffie	803-285-8430
<b>Superintendent</b>	Richard E. Moore	803-286-6972
<b>Board Chair</b>	Charlene McGriff	803-286-6972

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Good	Average
2006	Excellent	Excellent
2005	Excellent	Excellent
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

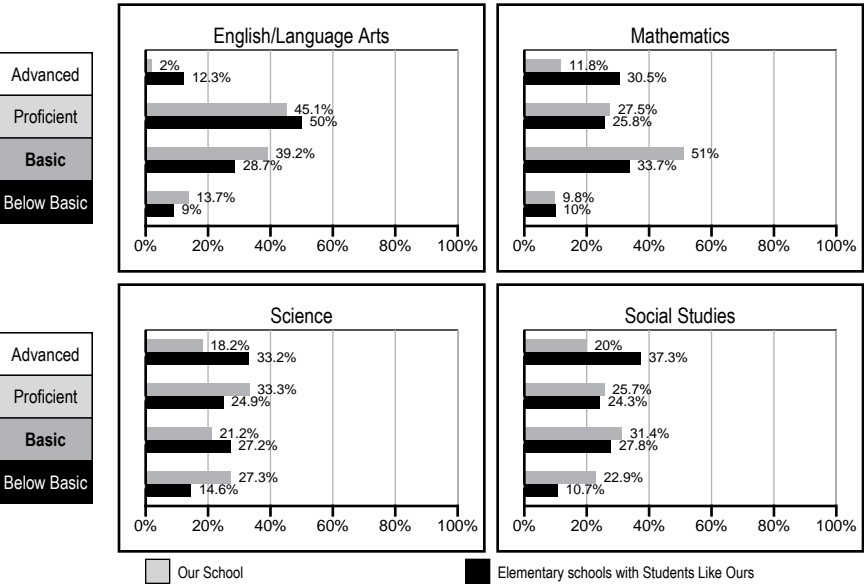
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	16	2	0	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=108)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	No Change	1.4%	2.3%
Attendance rate	97.4%	Down from 98.0%	96.7%	96.3%
Eligible for gifted and talented	25.9%	Down from 31.5%	24.5%	10.4%
With disabilities other than speech	3.7%	Up from 1.9%	5.2%	7.5%
Older than usual for grade	0.0%	No Change	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=13)</b>				
Teachers with advanced degrees	33.3%	Down from 40.0%	61.1%	56.7%
Continuing contract teachers	44.4%	Down from 50.0%	81.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	64.2%	Up from 61.9%	88.7%	86.4%
Teacher attendance rate	96.0%	Down from 97.1%	95.0%	94.9%
Average teacher salary	\$46,675	Up 20.7%	\$47,699	\$45,345
Professional development days/teacher	5.8 days	Down from 32.4 days	11.1 days	12.6 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	6.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	No Change	20.0 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 92.7%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$5,775	Up 14.0%	\$6,547	\$7,052
Percent of expenditures for instruction*	82.5%	Up from 76.9%	70.7%	69.1%
Percent of expenditures for teacher salaries*	68.4%	Down from 74.0%	65.3%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Report of Principal and School Improvement Council

School year 2007-08 was one of excitement at Discovery School. We want our school family and the community at large to feel the excitement when they walk into Discovery School. Excitement for teaching and learning. Excitement for sharing learning accomplishments. Excitement for exploration and growth.

We want Discovery School to be a place where practical application of the Multiple Intelligences theory is coupled with current educational research and technology, providing optimal learning experiences for all children. Teachers employ innovative and creative teaching strategies, including problem-based learning and the freedom to choose learning materials from a variety of sources rather than a particular text.

Our students face challenging activities traditionally reserved for students identified as academically gifted and talented. Students master the curriculum through an integrated approach, encouraging them to make connections among all core areas and the arts. Foreign language instruction begins in Kindergarten. The Positive Discipline program teaches students to be responsible citizens of safe, cohesive classrooms. Class schedules revolve around instructional needs, allowing students to explore topics more fully. Flexibility is encouraged in how students demonstrate mastery of material and concepts.

An innovative management structure gives parents and teachers significant input into the school's operations. Discovery School is administered by a three-person leadership team and governed by an executive committee and advisory board comprised of parents, teachers, and community members.

Excellence is Discovery School's ultimate goal — excellence in teaching, excellence in educational opportunities, and most importantly, excellence in student achievement.

"Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation." — John F. Kennedy

Tom McDuffie, Leadership Team Member  
Chris Nunnery, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	18	18
Percent satisfied with learning environment	100.0%	88.9%	94.4%
Percent satisfied with social and physical environment	85.7%	83.3%	94.4%
Percent satisfied with school-home relations	100.0%	94.4%	100.0%

\* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress

YES

This school met 5 out of 5 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.3%	0.0%	No
Student attendance rate	97.4%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	54	100	13.7	39.2	45.1	2	52.9	44.8	48.2	Yes	Yes
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<b>Gender</b>											
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Male	25	100	20.8	45.8	33.3	0	41.7	38	41.7	N/A	N/A
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Female	29	100	7.4	33.3	55.6	3.7	63	52.2	55	N/A	N/A
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<b>Racial/Ethnic Group</b>											
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White	36	100	8.8	38.2	50	2.9	61.8	51.1	60	I/S	I/S
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African American	18	100	23.5	41.2	35.3	0	35.3	30.3	31.7	I/S	I/S
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.6	70.4	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.9	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
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<b>Disability Status</b>											
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Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	14.1	16	I/S	I/S
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<b>Migrant Status</b>											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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<b>English Proficiency</b>											
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Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	39.9	36.9	I/S	I/S
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<b>Socio-Economic Status</b>											
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Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.1	34	I/S	I/S
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	54	100	9.8	51	27.5	11.8	60.8	48.7	45.8	Yes	Yes
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<b>Gender</b>											
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Male	25	100	16.7	50	20.8	12.5	54.2	47.7	45.6	N/A	N/A
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Female	29	100	3.7	51.9	33.3	11.1	66.7	49.7	45.9	N/A	N/A
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<b>Racial/Ethnic Group</b>											
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White	36	100	5.9	44.1	35.3	14.7	73.5	57.1	59	I/S	I/S
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African American	18	100	17.6	64.7	11.8	5.9	35.3	29.6	26.9	I/S	I/S
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.5	71.3	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	49.7	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	66.7	46.2	I/S	I/S
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<b>Disability Status</b>											
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Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	18.7	17.1	I/S	I/S
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<b>Migrant Status</b>											
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Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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<b>English Proficiency</b>											
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Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.9	38.7	I/S	I/S
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<b>Socio-Economic Status</b>											
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Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	35.5	31.4	I/S	I/S
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\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	36	100	27.3	21.2	33.3	18.2	51.5	31.8	35.7	97.4	95.9
<b>Gender</b>											
Male	20	100	15.8	31.6	26.3	26.3	52.6	33.1	37.4	97.1	95.7
Female	16	100	42.9	7.1	42.9	7.1	50	30.3	33.8	97.7	96.1
<b>Racial/Ethnic Group</b>											
White	27	100	24	20	32	24	56	39	49.2	97.1	95.8
African American	9	I/S	I/S	I/S	I/S	I/S	I/S	15.7	17	98.1	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	58	N/A	96.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.2	24.9	97.8	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.8
<b>Disability Status</b>											
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	9.1	14	95.8	94.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	27.5	24.4	N/A	95.9
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	19.6	21.1	98.5	95.2

**Social Studies**

All Students	36	100	22.9	31.4	25.7	20	45.7	27.2	34	97.4	95.9
<b>Gender</b>											
Male	16	100	20	13.3	33.3	33.3	66.7	30.1	36.6	97.1	95.7
Female	20	100	25	45	20	10	30	24.1	31.3	97.7	96.1
<b>Racial/Ethnic Group</b>											
White	20	100	15.8	26.3	36.8	21.1	57.9	32.2	44.5	97.1	95.8
African American	16	100	31.3	37.5	12.5	18.8	31.3	16	19.1	98.1	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28	58.9	N/A	96.9
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	31.5	27.5	97.8	95.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.8
<b>Disability Status</b>											
Disabled	2	I/S	I/S	I/S	I/S	I/S	I/S	10.2	14.4	95.8	94.2
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	24.7	27.3	N/A	95.9
<b>Socio-Economic Status</b>											
Subsided meals	N/A	I/S	I/S	I/S	I/S	I/S	I/S	17.3	21	98.5	95.2

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	18	100	5.6	44.4	50	0	50
	4	18	100	0	52.9	41.2	5.9	47.1
	5	17	100	5.9	35.3	52.9	5.9	58.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	5.9	23.5	64.7	5.9	70.6
	4	18	100	11.8	47.1	41.2	0	41.2
	5	18	100	23.5	47.1	29.4	0	29.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	18	100	5.6	77.8	5.6	11.1	16.7
	4	18	100	0	29.4	41.2	29.4	70.6
	5	17	100	5.9	29.4	29.4	35.3	64.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	18	100	11.8	47.1	29.4	11.8	41.2
	4	18	100	5.9	70.6	11.8	11.8	23.5
	5	18	100	11.8	35.3	41.2	11.8	52.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	18	100	23.5	23.5	41.2	11.8	52.9
	5	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	9	I/S	I/S	I/S	I/S	I/S	I/S
	4	18	100	29.4	29.4	35.3	5.9	41.2
	5	9	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	18	100	11.8	41.2	29.4	17.6	47.1
	5	9	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	9	I/S	I/S	I/S	I/S	I/S	I/S
	4	18	100	17.6	29.4	11.8	41.2	52.9
	5	9	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample